

## **Microteach 2- Indirect teach SAMPLE**

**Name:**

**Grade Level:** 7<sup>th</sup> grade

**Subject:** Civics

**Unit Title:** Founding of America

**Lesson Title:** Declaration of Independence

**Estimated Time:** 45 minutes

### **Standards:**

SS.7.C.1.4 Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.

### **Learning Goal:**

7<sup>th</sup> grade Civics students will describe the ideas of natural rights, role of the government and complaints set forth in the Declaration of Independence with 95% accuracy.

7<sup>th</sup> grade Civics students will be able to identify which quotes are examples of either natural rights, role of government or complaints set forth in the Declaration of Independence with 95% accuracy.

**Essential/ Guiding Question(s):** Were the injustices set by King George III and these new ideas about natural rights and the role of government enough reason for the Founding Fathers to declare their independence from Great Britain? Why or why not?

### **Content:**

- The Declaration of Independence was written by our Founding Fathers; mainly Thomas Jefferson and was adopted on July 4, 1776.
- There are three ideas/common themes in the Declaration of Independence such as natural rights; which are rights that people are born with and that no government can take away. The other is the role of government, which is the part the government should play in a State and lastly, complaints about the injustices or unfair treatment by the British Government and King George III.

**Key Vocabulary:** Declaration of Independence, natural rights, role of government

### **Procedures:**

#### **Engage:**

At the start of class, tell the students that yesterday after class a note was found on the ground that a student was passing to someone else during the lesson and because passing notes in class is against our classroom rules, I now have to read it to the class. Then read the fake break-up letter

to the class. Then ask the class if you should tell them who wrote it, then proceed and tell them that it was signed “the thirteen colonies”.

After, tell the students that the Declaration of Independence was like a break-up letter with Great Britain written by our Founding Fathers; mainly Thomas Jefferson and was adopted on July 4, 1776.

Then show the students the Declaration of Independence replica.

Tell the students that today we are going to be analyzing the different ideas and common themes that are written in the Declaration of Independence in which they will be able to describe with 95% accuracy. Then read the learning goals for the lesson posted on the whiteboard.

Then tell the students to take out a sheet of paper to write down what they know about the Declaration of Independence and how after they will share what they know with the class.

Give them 2 minutes to write down their thoughts and after have them share what they came up with.

After, break the students up into three groups. Pass out a packet to each group. Each packet has the text to one of the three sections of the Declaration of Independence, a set of directions for the assignment and a piece of paper to write their notes on. **[ESOL STRATEGY: GROUP WORK]**

Tell the groups to open their packets and take out the sheet of directions. Tell the students the following directions by reading them to the class and having them read along:

- Choose a group member to write and keep notes on the sheet of paper provided.
- Read the section of the Declaration you were given either together as a group or individually.
- Then as a group, think of all the things you noticed in your section of the Declaration. Then provide examples from the text to support it.
- Be as detailed as possible.
- When your group has finished, choose one group member (other than the writer) to share the findings of your group, as we will be discussing each group's findings as a class.

**Explore:** Give the groups about 10 minutes to read the text and write down what they found.

**Explanation:**

Pass out copies of the Declaration of Independence to each student. Tell the students to be looking over the section we are discussing.

Then begin with the group that has packet/section one of the Declaration of Independence. Ask the group, “What things did you notice about your section of the Declaration? **[DIVERGENT]** “What examples from the text help support what you noticed?” **[DIVERGENT]**

As the group gives their feedback write on the whiteboard with a black dry-erase maker their answers. Then ask the rest of the class “Is there anything we should add?” **[REDIRECTION]**

Then move on to the group with packet/section two of the Declaration of Independence, have them answer the same questions as the other group, write their answers on the whiteboard and ask the class if anything should be added. Do the same exact process for the group with packet/section three of the Declaration.

Then ask the students, from all the answers listed on the board “Which answers are similar?” **[DIVERGENT]**

Have a student come up to the whiteboard and circle the answers that the class says are similar in a different colored dry-erase marker. Repeat this same process two more times with two different colored dry-erase markers.

### **Elaborate:**

Then tell the students to look at one particular color on the whiteboard used to circle similarities (that have to do with natural rights) and ask the students “What common idea or theme do these answers share?” **[CONVERGENT]**

Then ask the students “What is the name of this idea?” **[CONVERGENT]**

If none of the students know the answer, tell the class that one of the ideas expressed in the Declaration of Independence is called natural rights which are rights that people are born with and that no government can take away.

Then tell the students to look at one particular color on the whiteboard used to circle similarities (that have to do with the role of government) and ask the students “What common idea or theme do these answers share?” **[CONVERGENT]**

Then ask the students “What is the name of this idea?” **[CONVERGENT]**

If none of the students know the answer, tell the class that another idea expressed in the Declaration of Independence is the role of government, which is the part that the government should play in a State.

Then tell the students to look at the last color on the whiteboard used to circle similarities (that have to do with complaints) and ask the students “What common theme do these answers share?” **[CONVERGENT]**

If none of the students know the answer, tell the class that common theme with these answers is that they are all complaints about the injustices or unfair treatment by the British Government and King George III.

### **Closure/ Summary:**

Ask the students to state the three ideas/themes expressed in the Declaration of Independence and give an example for each. Tell the students that we will be discussing more about the Declaration of Independence this week. Let the students know that they will have a short-essay exam next week. On the exam they will be asked to describe the three ideas/themes of Declaration of Independence are and given five different quotes from the Declaration and have to explain which quote relates to which idea/theme and why. Then pass out the student-friendly rating scales and have the students rate their understanding of the material. Have the students pass their scales to the front of their row and collect them at the end of class.

### **Assessment /Evaluation:**

Given a short-essay exam the 7<sup>th</sup> grade Civic students will be able to describe the ideas of natural rights, role of government and the complaints set forth in the Declaration of Independence using the appropriate examples with 95% accuracy.

### **Materials/Resources:**

- A fake break-up letter
- Declaration of Independence replica
- Three handouts of different sections of the Declaration of the Independence
- Three direction sheets
- Three pieces of paper for each groups findings
- Twenty-five copies of the Declaration of Independence
- Whiteboard
- Black dry-erase marker
- Three different colored dry-erase markers
- Learning goal poster
- Twenty-five student-friendly rating scales

### **References:**

“Making the Declaration of Independence Come Alive “. Teaching Channel.  
<https://www.teachingchannel.org/videos/teaching-declaration-of-independence>

Davis, J., Fernlund, P., (2001). Civics Participating in Government. Upper Saddle River, NJ: Prentice Hall

**Instructions:**

- Choose a group member to write and keep notes on the sheet of paper provided.
- Read the section of the Declaration you were given either together as a group or individually.
- Then as a group, think of all the things you noticed in your section of the Declaration. Then provide examples from the text to support it.
- Be as detailed as possible.
- When your group has finished, choose one group member (other than the writer) to share the findings of your group, as we will be discussing each group's findings as a class.

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